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ABSTRACT

This report describes findings from the Chicago Public Schools (CPS) Professional Development Project, which was developed to inventory the alignment of dollars and professional development offerings to a set of professional development principles and district priorities; compare findings with other districts and best practices; articulate and implement a comprehensive district-wide professional development strategy that supported whole-school improvement goals; and create a shared understanding of professional development principles, district priorities, and challenges. Results indicate that the CPS lack standards for instructional quality, which hinders efforts to target support, measure progress, and create accountability. Contractual, non-student time negotiated for teachers represents a large investment and opportunity as a percentage of total spending on professional development. Spending on individual teachers and principals lacks a clear career development strategy and is not linked to an overall school improvement strategy. Spending on professional development for schools is not integrated into a comprehensive strategy for improving instruction. CPS functions without line accountability for implementing coherent school improvement programs and improving instructional quality. Results of school spending on professional development are unclear and highly variable. Recommendations for action are included. Four appendixes present working committees, description of professional development initiatives, school inventory, and framework for examining effective professional development. (SM)

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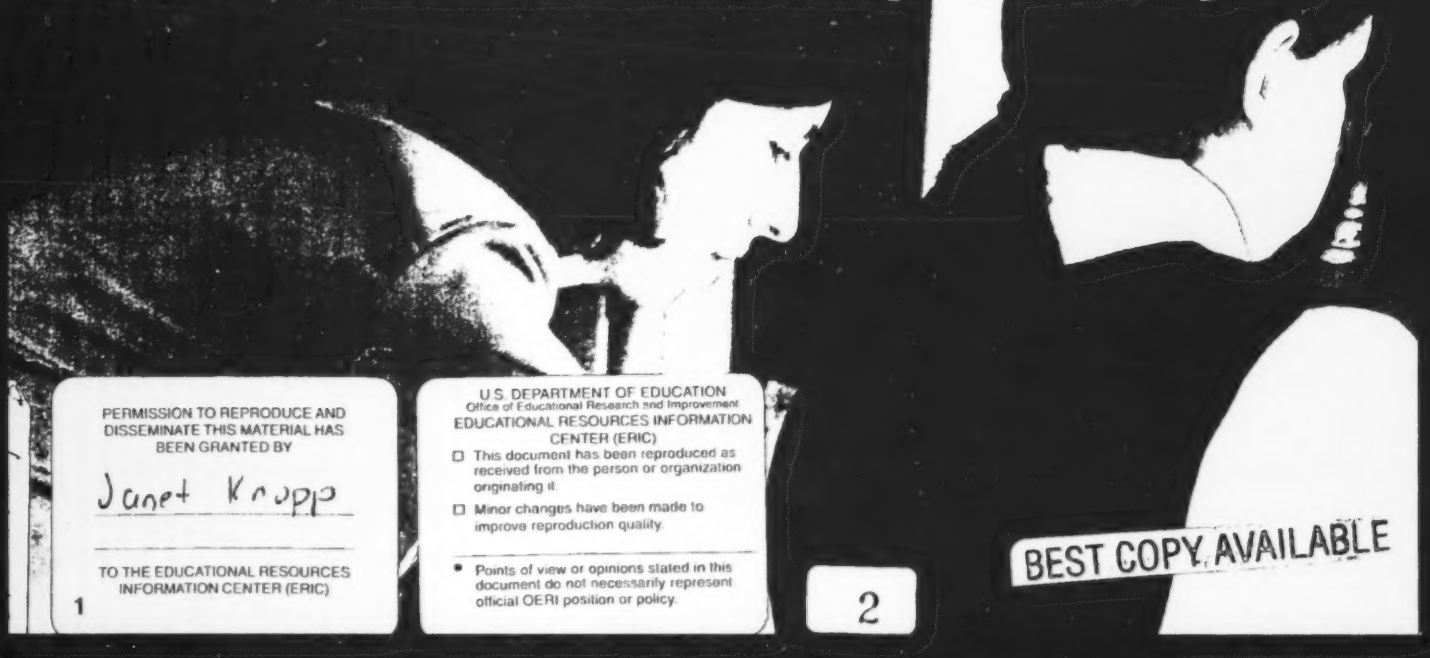
*In partnership with Education Resource Strategies*

August 2002

# Chicago Public Schools
# Professional Development Project



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## Foreword

This project began as a result of a concern about how to strengthen the professional development of teachers and leaders throughout the Chicago Public Schools. Leaders of the district as well as of the philanthropic community were simultaneously raising questions about how to create a more effective system of high quality professional development. In particular, two questions continued to surface: "What does CPS spend on professional development?" and "What strategic shifts are needed to improve the quality of professional development in service of school improvement?"

In March 2001, leaders of the Chicago Public School district gathered several CPS and foundation staff members to examine these questions. A steering committee was formed that included not only CPS and foundation staff members, but also representatives of the Chicago Teachers Union, the Chicago Principals and Administrators Association, area universities, and other reform organizations.

The Steering Committee shared a common belief that, in order to significantly impact the quality of instruction in schools and bring reform to a new level in Chicago, professional development needed to become a major priority and all resources available needed to be aligned in service of improving instruction and children's learning. Two important first steps in developing a strategic plan for improving professional development would be: 1) an audit of current expenditures on professional development and 2) the preparation of a set of criteria for assessing quality of programs.

The Steering Committee functioned independently, but in close partnership with CPS. CPS requested that The Chicago Public Education Fund coordinate the efforts of the Steering Committee. As a representative of The Chicago Public Education Fund, Sonya Choe Miller coordinated the project from start to finish. Chicago Annenberg Challenge, The Chicago Community Trust, McDougal Family Foundation, and The Joyce Foundation generously supported the project with financial resources and staff time.

To understand the resources available for professional development at the central office and local school level, Karen Hawley Miles and her colleagues at Education Resource Strategies conducted an inventory, processed the data, and analyzed findings. More than 25 teachers and principals conducted interviews with CPS staff at the central office and in schools to elicit the information.

In addition to supporting and providing input on the inventory, members of the Steering Committee also examined national trends in defining high quality professional development. The extensive process included a review of multiple drafts of professional development standards and tools to measure the quality of professional development activity against those standards. An addendum to this report provides a rubric for schools and the district to assess the quality of professional development activity in three major areas: content, process, and context.

This project, developed over an eighteen-month period, coincided with and supported the development of a strategic education plan by the new leadership of the Chicago Public Schools. The recommendations proposed in this document and the standards for continuing assessment of quality professional development have been developed with the support and input of that leadership as well as the leadership of the Chicago Teachers Union. Many of the issues and recommendations have already been acted upon in the development of the district's new goals and strategies.

This project represents a true partnership and mobilization of resources and expertise on behalf of improving children's achievement throughout Chicago Public Schools. As the school system moves towards the next level of reform that focuses on improving instruction, we hope that this report will help to provide the framework for creating systems that effectively support high quality professional development of adults working in schools.

Steering Committee
Chicago Public Schools Professional Development Project

**Executive Summary**

It is hoped that this analysis is part of what might become the "Third Wave of Reform" – one that redefines the role of CPS to clearly articulate the expectations for student performance and high quality instruction. It should also provide a roadmap for supporting the schools and staff in meeting those expectations. Understanding current spending and developmental offerings for teachers and schools is the first step toward articulating a comprehensive and cohesive strategy that establishes the philosophy, objectives and principles for professional development.

**Project Goals:**

- Inventory the alignment of dollars and professional development offerings to a set of professional development principles and district priorities
- Compare findings with other districts and best practices
- Articulate and implement a comprehensive district-wide professional development strategy that supports whole-school improvement goals
- Create a shared understanding of professional development principles, district priorities and challenges

The Steering Committee, made up of representatives of the Chicago Public Schools, the Chicago Teachers Union, the Chicago Principals and Administrators Association, The Chicago Public Education Fund and other school reform organizations, and Chicago Annenberg Challenge, The Chicago Community Trust, The Joyce Foundation, McDougal Family Foundation and other foundations, recognized the need to support a comprehensive professional development strategy that CPS and the philanthropic community in Chicago could embrace and implement. Education Resource Strategies consultants Karen Hawley Miles, Matt Hornbeck and Mark Fermanich provided the methodology, data analysis and project support. Members of the Steering Committee provided direction and feedback on all stages of the project.

**Key Findings:**

- **Chicago Public Schools lack standards for instructional quality, which hinders efforts to target support, measure progress and create accountability.**

- **Contractual, non-student time negotiated for teachers represents a large investment and opportunity as a percentage of total spending on professional development.**

- **Spending on individual teachers and principals lacks a clear career development strategy and is not linked to an overall school improvement strategy.**

- **Spending on professional development for schools is not integrated into a comprehensive strategy for improving instruction.**

- **CPS functions without line accountability for implementing coherent school improvement programs and improving the quality of instruction.**

- **The results of school spending on professional development are unclear and highly variable.**

**Recommendations for Action**

CPS should clearly articulate a strategy that defines the purpose of district-sponsored professional development and prioritize those activities across district units and schools. Doing so will unify district and school leadership on developmental standards and provide clear guidance on how to allocate resources for district professional development offerings.

A vision and strategy will also focus the larger philanthropic, civic and education communities on building capacity to support CPS priorities. Where expertise and support is not available, the larger community is responsible for creating and supporting opportunities to raise the overall capacity of the system.

The collaborative nature of this project allowed CPS to respond to many of the recommendations with new structures and working committees while this report was being written.

- **Develop and adopt measures of instructional quality.**

- **Support effective use of professional development days and institutes for school improvement and student and teacher learning.**

- **Organize district spending on individuals into a coherent strategy that supports career development. Focus on entry-level staff and leadership to ensure that the program design supports whole-school improvement efforts**

- **Develop, adapt and/or identify a whole school improvement approach that is focused on reading.**

- **Create a system of line accountability and a high quality professional development program to implement coherent whole school improvement plans.**

- **Track school-level spending and the quality of professional development offerings at schools.**





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## Chicago Public Schools Professional Development Project

### Introduction

It is hoped that this analysis is part of what might become the "Third Wave of Reform" – one that redefines the role of CPS to clearly articulate the expectations for student performance and high quality instruction. It should also provide a roadmap for supporting the schools and staff in meeting those expectations. Understanding current spending and developmental offerings for teachers and schools is the first step toward articulating a comprehensive and cohesive strategy that establishes the philosophy, objectives and principles for professional development.

**Project Goals:**

- Inventory the alignment of dollars and professional development offerings to a set of professional development principles and district priorities
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The Steering Committee, made up of representatives of the Chicago Public Schools, the Chicago Teachers Union, the Chicago Principals and Administrators Association, The Chicago Public Education Fund and other school reform organizations, and Chicago Annenberg Challenge, The Chicago Community Trust, The Joyce Foundation, McDougal Family Foundation and other foundations, recognized the need to support a comprehensive professional development strategy that the CPS and the philanthropic community in Chicago could organize around and embrace. Members of the Steering Committee provided direction and feedback on all stages of the project.

Education Resource Strategies consultants Karen Hawley Miles, Matt Hornbeck and Mark Fermanich provided the methodology, data analysis and project support. Teams of retired CPS principals and teachers certified by the National Board for Professional Teaching Standards interviewed central office and school staff. The CPS Professional Development and Strategic Planning Units provided significant assistance with the interview process and data collection. In addition to financial support, foundation staff provided direction and facilitated critical processes. The following findings and recommendations are a result of highly effective collaboration between all of these organizations and individuals.

### Analytic Approach

This report examines district spending on professional development and the support necessary to dramatically improve school performance. Spending and activities were reviewed in light of two critical elements:

- How well each existing activity matches sound principles for professional development as defined by the CPS Professional Development Unit. The Steering Committee of the Professional Development Project influenced and supported CPS' definition of effective staff development. There are nine principles which describe the content, process, and the context of sound, research-based professional development (see chart on following page).
- How well the activities fit into a district-wide school improvement strategy that offers clear expectations for instruction and provides the support and supervision necessary to meet those expectations.

In addition, this report summarizes some of the schools' instructional and professional development programs. This information will offer a picture of how much the schools spend on professional development, as well as the form and quality of these programs.

### Process and Definitions

For this analysis, professional development is defined as any and all resources aimed at improving the knowledge and skills of staff working in schools. Examples of the types of spending include (1) Allocating time for planning, sharing, and learning; (2) Devoting staff time for facilitating professional development activities; (3) Hiring external and internal consultants and trainers; (4) Purchasing materials, equipment, and travel connected with professional development; (5) Paying for administrative costs; (6) Providing tuition reimbursement for improving the skills of school-based staff and others.

The analysis examines both district-directed spending and school-directed spending. Six teams of retired principals conducted interviews with staff from the district office. Four teams of retired principals and National Board Certified teachers conducted interviews with staff at a sample of twenty-one schools. Refer to Appendix C for further detail on the sample of schools.

The numbers presented in this report differ from CPS' reported total spending on professional development for a number of important reasons:

1. Spending, as calculated in this report, reflects the

### Principles of Professional Development

**Content for Professional Development:** Three principles have been identified as essential to ensuring sufficient content knowledge and understanding:

- Curriculum-focused professional development deepens staff knowledge of subjects and provides research-based instructional strategies that support improved student learning
- Student-centered professional development enhances understanding and appreciation for the unique talents of all students and provides staff with skills in creating productive learning environments that are responsive to students strengths and needs
- Data-driven professional development strengthens staff skills to use multiple sources of information to analyze the impact of instruction on learning and to utilize data to determine priorities, establish plans, monitor progress and adjust direction

**Process of Professional Development:** Three principles have been identified as essential to establishing a process of effective professional development:

- Coherent professional development aligns staff development activities with school-wide goals and system-level priorities and builds a common language across schools and the entire system.
- Continuous Professional development requires ongoing, job-embedded programs and activities to address the needs of individuals and schools at different stages of development.
- Results-oriented professional development establishes clear goals for improving teaching and learning, provides opportunities to build knowledge, refine skills, practice new learnings, obtain feedback, receive coaching, and evaluates results in terms of impact on student learning.

**Context for Professional Development:** Three principles have been identified as being essential to creating the necessary context for professional development:

- Professional learning communities organize adult learning with goals that are aligned with those of the school and the district.
- Shared leadership is necessary for guiding continuous instructional improvement
- Access to resources including time, expertise and access to research-based knowledge, and financial resources are needed to support adult learning and collaboration

current 2001-2002 school year. Therefore, some of the dollars were unspent or plans for their use were still under development at the time of the school audit. The Steering Committee felt that the closer it was to reflecting current efforts, the more useful the analysis.

2. The underlying budget data includes spending from all funds – federal, state, local and, when known, private resources. All district-level spending on professional development is included in this section, whether or not these funds are represented in an official "professional development" budget. Many other units house professional development activities, including Accountability, Reading, Learning Technologies, Specialized Services, Curriculum and Instruction, Language and Cultural Education, and others.

3. This analysis does not include salary increases for teachers who earn advanced degrees or additional college credits or the salary expenses necessary to free teachers to participate in common planning time. Though these are legitimate and costly district expenditures, these areas are not the focus of this report.

4. Using an "exclusion" approach, each line item and position was scrutinized to determine which should be included in the analysis. The electronic budget was examined, and all areas unrelated to professional development – such as student transportation, security, student textbooks, food services, capital projects, any other direct services to students, etc. – were removed. However, this still left many questionable line items. In addition, district staff identified programmatic areas or budgets for inclusion in the analysis of professional development. Interviews with unit and department heads provided clarification about specific line items and estimates about the percentage of time each staff person spent on professional development.

## Findings

Chicago Public Schools annually spends approximately $123 million on district-directed professional development. This is approximately 3.4% of the nearly $3.6 billion operating budget and $3,900 per teacher for the 2001-2002 school year. Based on this information, CPS devotes significant district level resources to professional development activities for schools and teachers. *However, this spending occurs with no overarching strategy for supporting school improvement or teacher development. In addition, there is limited accountability for improving the quality of instruction and a lack of effective mechanisms to support school-based professional development efforts.*

CPS spends a similar amount at the district level as the four other urban districts reviewed, even with its stated strategy of decentralizing funds to the school level. The table below describes district-level spending on professional development, including spending on contractual teacher time to participate in professional development. As illustrated, CPS is comparable to the higher-spending districts in both percent of operating budget and dollars spent on professional development per teacher.

**Total District-Level Professional Development Expenditures with Contractual PD Days: Five-District Comparison**

| | *Southwest* | *Southeast* | *Midwest* | *Northeast* | *Chicago* |
|---|---|---|---|---|---|
| Number of Pupils | 85,000 | 59,000 | 46,000 | 63,000 | 477,000 |
| Percent of Operating Budget Spent on PD | 2.7% | 3.0% | 2.5% | 3.8% | 3.4% |
| Per Teacher Spending on PD | $2,400 | $4,800 | $3,800 | $4,300 | $3,900 |

In terms of top initiatives, the two biggest costs were related to teacher time (see chart next page). At approximately $56 million, or $7 million per day, this represents about 45% of total CPS spending on professional development. This figure includes salary and benefits costs associated with 26,000 teachers participating in the eight contractual professional development "Days and Institutes." It does not include the amount of money spent on planning and executing the training itself.

At more than $12 million, or 10% of spending on professional development, the reading initiative and programs represent the largest programmatic professional development effort. This pilot effort placed 114 reading specialists in low performing schools during the 2001-2002 school year. These specialists provide teachers with coaching and instructional guidance in the area of language arts, reading and literacy. Reading specialists are located onsite at each low performing school. Also included are other reading programs, such as the RATE reading program; Read, Write Well; and special initiatives. This amount does not include the proposed doubling of the reading specialists initiative for 2002-2003.

Instructional technology represents $9 million or 7% of total CPS spending on professional development. This amount consists of training for teachers and other instructional staff on the implementation and integration of technology. It includes programs and funding for areas such as the Technology Leadership Institute, the TIP-online program, and the Technology Literacy Challenge Fund Grant.

CPS spends $6 million, or 5% of overall spending, on probation schools. The Accountability Unit oversees the remediation, probation, and reconstitution of schools, and provides technical assistance and support. This amount includes more than $5.2 million in contracts to external partners who provide direct consulting services to school staff, including professional development services. However, there is very little oversight or monitoring of these external partners, and they do not have performance-based contracts.

Principal leadership training programs in the Professional Development Unit are primarily conducted through the Chicago Principals and Administrators Association. Spending on Chicago Leadership Academies for Supporting Success (CLASS) amounts to

*The table below shows the top 30 professional development offerings included in CPS professional development spending.*

**CPS Spending on Professional Development by Top Initiatives**

| *Initiative* | *Amount* | *% of Total Spending* |
|---|---|---|
| 1. Professional Development Days | $34,800,000 | 28% |
| 2. Professional Development Institutes | $20,900,000 | 17% |
| 3. Reading Initiative and Programs | $12,200,000 | 10% |
| 4. Instructional Technology | $9,000,000 | 7% |
| 5. Probation Schools | $6,000,000 | 5% |
| 6. Chicago Principals and Administrators Association | $4,100,000 | 3% |
| 7. Specialized Services - Staff Development | $3,300,000 | 3% |
| 8. Mentoring and Induction of New Teachers (MINT) | $3,200,000 | 3% |
| 9. Alternative Certification | $3,000,000 | 2% |
| 10. Specialized Services - Education Connections | $2,750,000 | 2% |
| 11. Teacher Recertification | $2,100,000 | 2% |
| 12. National Teacher's Academy | $2,000,000 | 2% |
| 13. Class Size Reduction/Teacher Quality | $2,000,000 | 2% |
| 14. Specialized Services - Recruitment/Certification | $1,300,000 | 1% |
| 15. National Board Certification (NBC) | $1,200,000 | 1% |
| 16. Chicago Systemic Initiative | $1,100,000 | 1% |
| 17. Professional Development Dept – other | $1,100,000 | 1% |
| 18. International Baccalaureate | $1,000,000 | 1% |
| 19. High School Restructuring | $950,000 | 1% |
| 20. Small Schools | $900,000 | 1% |
| 21. Intervention | $900,000 | 1% |
| 22. Teacher Accountability | $850,000 | 1% |
| 23. Federal Science/Math Program | $850,000 | 1% |
| 24. Early Childhood | $800,000 | 1% |
| 25. former Learning Technology | $800,000 | 1% |
| 26. Library Curriculum | $750,000 | 1% |
| 27. Peer Partners | $700,000 | 1% |
| 28. School Partners | $650,000 | 1% |
| 29. School to Career | $600,000 | 1% |
| 30. Instructional (Quality) Review | $500,000 | 0% |

approximately $4 million, or 3% of overall spending. These programs – such as CASL, LIFT, LAUNCH, IAA – along with funds for the administration of CLASS, provide training to improve the skills of principals.

Our analysis of school-directed spending in a sample of 21 schools shows that, in addition to district-provided support, schools spend on average 2% of their budgets, or $2,550 per teacher, on professional development. This amount of spending generally exceeds the average school spending found in other districts.

**21 Sample Schools Total Spending on Professional Development**

| | *Total Spending* | *Per Pupil* | *Per Teacher* |
|---|---|---|---|
| **21 Schools** | | | |
| Combined | $3.7 million | $208 | $3,496 |
| School Budget | $2.7 million | $152 | $2,550 |
| District Budget | $1.0 million | $50 | $945 |
| **16 Elementary Schools** | | | |
| Combined | $2.3 million | $192 | $3,470 |
| School Budget | $1.5 million | $125 | $2,271 |
| District Budget | $795,000 | $66 | $1,200 |
| **4 High Schools** | | | |
| Combined | $1.4 million | $238 | $3,534 |
| School Budget | $1.2 million | $202 | $3,008 |
| District Budget | $213,000 | $35 | $527 |

If the spending found in this sample of schools is representative of the district as a whole, professional development spending totals $71 million. With the addition of $123 million in centrally controlled spending, the total amount spent on professional development in the district ranges from $190-$200 million, or more than 5% of the district's operating budget.

**Analysis of Findings**

There are six key findings:

- **Chicago Public Schools lack standards for instructional quality, which hinders efforts to target support, measure progress and create accountability.**

- **Contractual, non-student time negotiated for teachers represents a large investment and opportunity as a percentage of total spending on professional development.**

- **Spending on individual teachers and principals lacks a clear career development strategy and is not linked to an overall school improvement strategy.**

- **Spending on professional development for schools is not integrated into a comprehensive strategy for improving instruction.**

- **CPS functions without line accountability for implementing coherent school improvement programs and improving the quality of instruction.**

- **The results of school spending on professional development are unclear and highly variable.**

**Chicago Public Schools lack standards for instructional quality, which hinders efforts to target support, measure progress and create accountability.** Few districts measure whether schools are implementing

instructional practices that are most likely to lead to increased student achievement. This is of special concern in urban school districts, where so many of the schools perform below state and district performance standards. These schools, which are in "turnaround" mode, need to implement concrete changes in practices aimed at improving instruction. Because it can take years (estimates range from three to seven years) to improve student performance in failing schools, schools must continuously measure progress.

Measuring leading indicators of instructional improvement does not mean mandating a particular curriculum, instructional approach, or way of organizing schools. Rather, the measures would cut across different philosophies and approaches by providing the essentials for turning around poor student performance. For example, schools in Texas that have improved student performance consistently use assessment data to understand what students need to learn and then regularly analyze student performance throughout the year to guide instruction. Based on this and other similar research findings, the district might insist that teacher teams review individual student performance data on a regular basis to adjust and fine-tune instruction.

CPS staff does not have the benchmarks in place to gauge the quality of the instruction and programs in schools. Without these instructional standards, CPS cannot evaluate the quality of professional development activities. Furthermore, CPS relies heavily on external providers to build capacity in poorly performing schools, and the lack of standards makes it nearly impossible to determine whether these partnerships work, or to learn from their successes or failures.

**Contractual, non-student time negotiated for teachers represents a large investment and opportunity as a percentage of total spending on professional development.**

The difficulty in creating the time for teachers to plan and learn together is often cited as the largest barrier to school improvement. The CPS contract recognizes this by including eight full days for teacher planning. CPS invests $56 million in these professional development days and institutes for teachers. This represents 45% of the total district professional development spending. These are currently structured as five "professional development days" that are planned by the school and three "professional development institute days," which are controlled by the district. As the table below indicates, when these professional development days are removed, the percent of the total operating budget CPS commits to district-sponsored professional development drops to 1.9%, or $67 million. This number is lower than other districts, in part because CPS allocates more discretionary dollars to schools.

The table on the following page compares the contractual workdays in a sample of reform-minded districts. Note that non-student teacher workdays that are not designated as PD are commonly used to set up and break down classrooms at the beginning and end of the school year and/or for teacher/parent conferences.

In addition to these contractual days, 400 CPS schools participate in a "restructured day" program, where students are released early on approximately 10 days each year so that teachers may participate in professional development. This provides important opportunities for schools to use planning and professional development time flexibly and more regularly throughout the school year. However, there is little or no structure or accountability for how effectively this time is used.

This enormous investment in teacher time represents a significant opportunity if the time can truly be used effectively to improve instruction. However, the system currently lacks the support necessary from CPS to assess and improve the instruction or to track how the schools use this investment.

**Total Professional Development Expenditures without Contracted Professional Development Days: Five-District Comparison**

| | *Southwest* | *Southeast* | *Midwest* | *Northeast* | *Chicago* |
|---|---|---|---|---|---|
| Total Expenditures (millions) | $12.9 | $19.5 | $10.1 | $15.4 | $67.2 |
| Percent of Operating Budget Spent on PD | 2.7% | 3.0% | 2.5% | 3.8% | 1.9% |
| Per Teacher Spending on PD | $2,400 | $4,800 | $2,700 | $2,800 | $2,100 |

**Comparison of Contractual Teacher Time Committed to Professional Development: Five-District Comparison**

| | *Southwest* | *Mid-Atlantic* | *Midwest* | *Northeast* | *Chicago* |
|---|---|---|---|---|---|
| Student Days | 180 | 180 | 178 | 180 | 181 |
| Non-Student Teacher Days (not PD) | 2.0 | 4.5 | 5.0 | 0.5 | 2.0 |
| Designated Teacher PD Days | 0.0 | 5.5 | 0.0 | 6.5 | 8.0 |
| Total Teacher Days plus Required Hours | 182 | 190.5 | 183 | 187 *(2 days, 36 hours)* | 191 |

**Spending on individual teachers and principals lacks a clear career development strategy and is not linked to an overall school improvement strategy.**

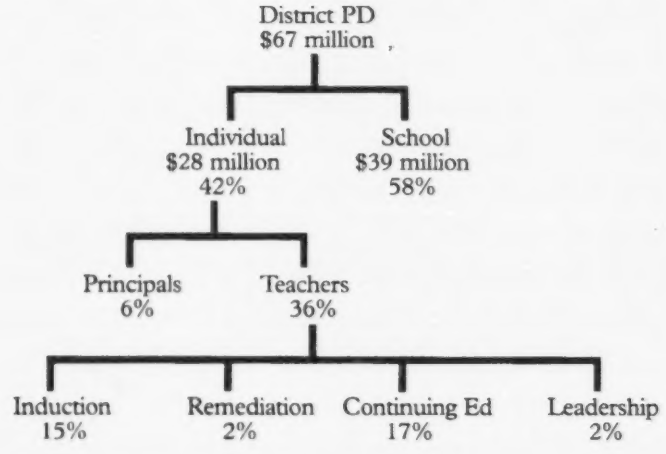
$28 million, or about 42% of professional development spending (excluding teacher days), targets individual teacher and principal professional development, with a focus on new teachers. Districts and schools balance professional development between building individual skills and strengthening the instructional capacity across entire schools or program areas. Individual professional development is often triggered by the specific career stage of the instructor, such as a beginning teacher or a teacher with an unsatisfactory rating. An educator's individual need to gain specific skills, such as adding a special education certification, also fits into this category.

Professional development targeting entire schools builds individual capacity, but only in the context of a school-level or instructional program effort. These activities engage teachers in a school in building knowledge in program or subject areas. Two examples of this are school-wide comprehensive reform models and school-based coaching in content areas. Examples of district-wide initiatives to build capacity in certain subjects or skills include required training to build science or student assessment skills. Subject training available to teachers on a voluntary basis is not included.[1]

As the chart below indicates, professional development spending on individual teachers represents 36% of total spending (excluding Professional Development Days).

Professional development for teachers is concentrated on induction and continuing education and not on remediation or leadership training. The district spends $3 million on alternative certification and another $3 million on teacher recertification. An increased investment in teacher leadership represents an opportunity to link professional development activities more closely with school level improvement efforts. Responsibility for spending on professional development is spread among numerous departments. This is especially true for continuing education, which is shared by at least five different departments. Better and tighter coordination of these efforts would ensure that teachers are receiving what they need when they need it.

**CPS Spending on Professional Development Targeted at Individuals**




Six of the 21 sample schools possess a high proportion of new teachers and/or long-term substitute teachers. In two schools the percentage of such teachers ranged from 40% to more than 60% of their teaching staffs.

[1] *This coding scheme is explored more thoroughly in Miles, Odden, Fermanich et al, in Press.*

**First-Year Teachers and Long-Term Substitutes by School**

| | *Total Teachers* | *1st Year Teachers* | *Long-Term Substitutes* | *Percent of 1st Year Teachers* | *Percent of Long-Term Substitutes* |
|---|---|---|---|---|---|
| Elementary 1 | 30 | 0 | 3 | 0% | 10% |
| Elementary 2 | 44 | 0 | 3 | 0% | 7% |
| Elementary 3 | 60 | 3 | 2 | 5% | 3% |
| Elementary 4 | 37 | 4 | 11 | 11% | 30% |
| Elementary 5 | 23 | 0 | 1 | 0% | 4% |
| Elementary 6 | 30 | 1 | 2 | 3% | 7% |
| Elementary 7 | 32 | 3 | 2 | 9% | 6% |
| Elementary 8 | 26 | 0 | 1 | 0% | 4% |
| Elementary 9 | 31 | 5 | 1 | 16% | 3% |
| Elementary 10 | 80 | 5 | 1 | 6% | 1% |
| Elementary 11 | 45 | 7 | 5 | 16% | 11% |
| Elementary 12 | 32 | 1 | 3 | 3% | 9% |
| Elementary 13 | 42 | 7 | 2 | 17% | 5% |
| Elementary 14 | 38 | 0 | 3 | 0% | 8% |
| Elementary 15 | 39 | 4 | 1 | 10% | 3% |
| Elementary 16 | 40 | 0 | 2 | 0% | 5% |
| Middle School 1 | 35 | 2 | 14 | 6% | 41% |
| High School 1 | 68 | 13 | 29 | 19% | 43% |
| High School 2 | 201 | 9 | 24 | 4% | 12% |
| High School 3 | 77 | 6 | 3 | 8% | 4% |
| High School 4 | 58 | 3 | 5 | 5% | 9% |
| | 1,067 | 73 | 118 | 7% | 11% |

Such high concentrations of new teaching staff raise significant concerns about teacher quality and adequate support for new, inexperienced teachers. Although the district's MINT mentorship program provides targeted support for new teachers, there is no parallel program for long-term substitutes.[2] Additionally, schools spend very little of their own professional development resources on induction support for new teachers.

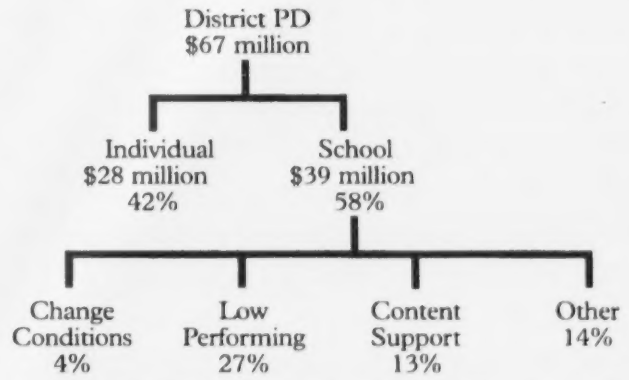
Schools with higher concentrations of first-year teachers and long-term substitutes spent about one-third more on professional development. However, this additional spending is not necessarily used to provide support to new teachers. These schools tend to be high-poverty, high-need schools that spend a great deal on professional development topics other than induction. Very little of this money was used specifically to provide induction support.

[2] *The MINT program is being significantly restructured for the 2002-2003 school year.*

**Spending on professional development for schools is not integrated into a comprehensive strategy for improving instruction.**

$39 million, or about 58% of professional development spending (excluding professional development days and institutes), targets whole schools rather than individual teachers. The chart on the following page shows the four general categories on which this money is spent. "Change Conditions" describes efforts at the worst schools to improve basic school conditions, such as reducing teacher turnover and halting physical plant deterioration. These are schools where basic needs must be met before there can be a focus on quality professional development. Instructional support includes efforts to turn around an identified group of low-performing schools usually labeled as reconstitution, redesign, or probation schools. This spending goes to support the complete revitalization of the school's instructional program. Instructional sup-

**CPS Spending on Whole School Professional Development**




port also includes all other coordinated and structured support provided by the district to schools to improve student achievement. Overall, few resources attempt to change conditions at schools or make them ready for quality professional development.

As the chart shows, 27% of spending supports improving instruction in the 20% of CPS schools that are low performing, probation schools. The remaining 80% of schools receive only 13% of the district professional development dollars aimed at schools. This split is consistent with the CPS decentralization strategy.

Content support covers those professional development activities that are focused on program or content areas. This includes support for special populations including programs and activities dedicated to bilingual, special education, gifted, and other special populations.

Professional development support to schools comes from four distinct units with separate programs that compose virtually all (87%) of school-focused district professional development spending. These include the Reading Initiative (described briefly above and in more detail here), the Accountability Unit, Specialized Services Unit and the Professional Development Unit.

While the **Reading Initiative** is projected to double in size next year from $10 million to approximately $20 million, it has not been linked with ongoing school efforts such as the probation and intervention programs for low performing schools or the professional development department. The Reading Initiative put 114 reading specialists in low performing schools in the 2001-2002 school year. Limited ongoing support and training was provided to specialists to help them effectively integrate into schools and improve classroom practice. Principals also received little guidance on how best to integrate and support their new reading specialists. The program is set to expand in the 2002 school year to approximately 200 schools.

The **Accountability Unit** devotes $7.6 million to school-level professional development. This includes more than $6 million each year spent on external partners and staff from the Critical School Support Group. This group reviews school plans, approves external partner contracts, and conducts instructional reviews. Although this investment represents an important commitment to ensure improvement in low-performing schools, the activities of this unit are not linked with other district efforts. In addition, the current organization, which separates the Accountability and Professional Development unites, gives CPS little opportunity to make changes as necessary. External partners bring much-needed capacity to schools and serve as change agents, technical assistance providers and consultants to 108 low performing schools.

**CPS Spending on Professional Development Targeted at Schools by Unit and Manager**

| *Unit* | *Manager* | *Percent of PD Spending* |
|---|---|---|
| Reading | Shanahan | 33% |
| Accountability | Hansen | 21% |
| Specialized Services | Gamm | 15% |
| Professional Development | Bertani | 13% |
| High Schools | Ortiz | 6% |
| Curriculum & Instruction | Espinoza | 5% |
| programs: Title I, Gifted, IB | Nicholich | 3% |
| program: School Partners | Azcoitia | 2% |
| Education to Careers | Williams, Creg | 2% |

However, these partners do not have performance-based agreements with the districts, and there is little focus on capturing what is working and what is not.

The **Specialized Services Unit** spends $5.7 million on various professional development initiatives targeted at schools. Among the largest of these are the Education Connections grants made to schools (funded by Corey H. state resources) at $2.75 million, and the Staff Development and Bilingual Support initiatives at nearly $1 million. Five other programs round out school-focused spending by this department: ISBE LRE Monitored Schools; Positive Behavior Intervention and Support; Professional Development Academies; Safe Alternative Schools; and School Based Problem Solving – PSS. There is limited to no coordination with the literacy initiative or other key priority areas.

Finally, the **Professional Development Unit** spends approximately $4.6 million on school-focused professional development. Most of this pays for the instructional technology efforts very recently added to the department's responsibilities.

Currently, schools spend very little on established, comprehensive school reform models, opting instead to design and implement homegrown models with external partners. This is probably due in large part to the CPS policy that supports the use of Federal Obey-Porter funds for Chicago based external partners. Only two of the schools reviewed reported spending professional development resources on nationally recognized school reform designs - $72,600 for Direct Instruction and the Comer Development Model.

Interviews suggest that most schools do not have the structures in place to support high-quality professional development. For the purposes of this study, schools were judged to have higher quality professional development programs if they had all or most of the elements or structures of Principles for Professional Development. Appendix D provides a sample of the rubric. Information about a school's professional development structure was collected through the school interviews. These interviews discussed whether there was evidence of teacher collaboration, teacher teaming, support for professional development by school leadership, structured time for teacher collaboration, a content focus, and alignment between instructional goals and professional development activities. The study found that only two schools scored high in a majority of structures (7 of 9).

Other findings related to the professional development quality structures include:

- Although all schools report the use of teacher teams, only one third have formal team leaders, designated team roles, or formal reporting to school leadership.
- Common planning time is not widespread.
- One third of the schools fail to provide common planning time on a weekly basis.
- Only one third of schools provide more than one 45-minute period for common planning time per week.
- A total of 16 schools participate in the Restructured Day program, which provides them with at least 10 early release days for extended school-wide professional development sessions.

**CPS functions without line accountability for implementing coherent school improvement programs and improving the quality of instruction.**

The Accountability Unit spends more than $5 million each year on external partners that support low performing schools. However, there is no supervisory system that monitors whether the necessary improvements are made in a timely and effective fashion. There is no link between the external providers and the supervisors who have the authority and capacity to implement change.

In addition, region offices are not staffed or organized to provide significant school support. There is great disparity in what different regions report that they spend on professional development, ranging from $130,000 in one region to $540,000 in another.

**The results and dollar amounts of school spending on professional development are unclear and highly variable.**

Above and beyond the $56 million in teacher time and the $67 million in district professional development, CPS is also spending a projected $71 million at the school level on professional development. This heavily decentralized strategy provides schools with control of significant professional development dollars and encourages innovative, school-based approaches.

School-level spending on professional development varies greatly, from $500 per teacher to $6,400 per teacher, depending on whether one looks at total combined school spending or at the component parts of school discretionary or district-controlled spending. Combined spending in elementary schools ranged from a low of $885 per teacher to a maximum of more than 10 times that at $9,000 per teacher. Average per teacher spending was slightly less than $3,800. High school spending was somewhat less varied, ranging

from $2,354 to $7,541 per teacher, with average spending of $4,294 per teacher. Much of this variation can be explained by individual school access to categorical funding sources such as Title I or State Chapter I dollars. However, as discussed later, higher-spending schools seem dedicate more general fund dollars to professional development as well.

Although the range of spending among schools is great, there are significant resources available to schools at lower funding levels. At $900 per teacher, a typical elementary school with 40 teachers would have $36,000 to spend on professional development, an amount nearly sufficient to pay for the annual professional development costs of most established comprehensive school reform designs. Nevertheless, the disparity among schools is substantial enough to have a meaningful impact on teachers' access to professional development services. A school with 40 teachers spending $900 per teacher would have $116,000 less in professional development resources than a comparable school spending at the elementary school average of $3,800 per teacher.

Ultimately, schools receive little support or guidance from CPS in structuring effective development efforts. There is no systematic effort to capture lessons from past successes and failures or to track school spending on professional development.

Further research is required to document the effects of professional development spending on student achievement over time.

**Recommendations for Action:**

CPS should clearly articulate a strategy that defines the purpose of district-sponsored professional development and prioritize those activities across district units and schools. Doing so will unify district and school leadership on developmental standards and provide clear guidance on how to allocate resources for district professional development offerings.

A vision and strategy will also focus the larger philanthropic, civic and education communities on building capacity to support CPS priorities. Where expertise and support is not available, the larger community is responsible for creating and supporting opportunities to raise the overall capacity of the system.

The collaborative nature of this project allowed CPS to respond to many of the recommendations with new structures and working committees while this report was being written.

**Develop and adopt clear measures of instructional quality.**

- Widely promote a set of quality benchmarks that describe a clear and shared vision for instructional improvement.
- Direct support, create accountability and assess progress against this set of instructional quality benchmarks.
- Continue to cultivate relationships with the larger philanthropic, civic and education communities in Chicago to co-develop these measures, benchmarks and standards.

*CPS Progress to Date: Al Bertani, chief officer of professional development, is leading a process supported by the Professional Development Steering Committee to develop standards for measuring the quality of professional development efforts. These forthcoming standards, along with the Framework for Analysis of Effective Professional Development produced by the Steering Committee of the Professional Development Project will contribute to a common understanding of what schools and the district are working to accomplish.*

**Support effective use of professional development days and institutes for school improvement and student and teacher learning.**

- Reallocate time from a number of professional development days or institutes into flexible hours.
- Incorporate the planning for school use of professional development days and professional development institutes into the school improvement planning and budget processes.
- Provide support and guidance for effective use of this time and capture any lessons learned.

**Organize district spending on individuals into a coherent strategy that supports career development. Focus on entry-level staff and leadership to ensure that the program design supports whole-school improvement efforts.**

- Streamline induction and recruitment efforts within the Professional Development Unit to focus on shortage areas and align with district priorities.
- Allocate tuition and alternative certification dollars to shortage areas and their priorities. Insist on training and support that aligns with the reading priority.
- Align district induction programs with whole school improvement programs and individual professional development plans.
- Eliminate the duplication of Teacher Recertification and the Teachers Academy offerings and ensure those offerings support induction and leadership.
- Focus professional development offered by CPAA on

CPS priorities and whole school improvement programs.

**Develop, adapt and/or identify a whole school improvement approach that is focused on reading.**

- Develop a coherent, whole school program that addresses school improvement across content areas, as well as grade levels and emphasizes a research-based, district-wide reading approach.
- Integrate the investment in reading specialists with a coherent support system for school improvement. Ensure ongoing training and support for these specialists. Consider renaming specialists to reading "coaches" to signal that onsite instructional coaching is central to their job and is meaningful to whole school reform.

**Create a system of line accountability and a high quality professional development program to implement coherent whole school improvement plans.**

- Link supervision with accountability in ways that emphasize research-based instructional practices designed to improve whole schools.
- Integrate the support and review provided by the Accountability Unit with professional development and supervision.
- Investigate the selection, role, performance and accountability of external partners.
- Provide a support system for schools by putting a senior person who reports directly to the Chief Education Officer in charge of improving not more than 20 schools. Provide these people – potentially housed at the region offices – with whatever resources they need, including the power to make changes, teams of trained content experts, and ongoing, high quality professional development offerings. Hold them accountable for improving student performance.
- Change incentives to produce a coherent system of instructional support for schools.

1. Provide high-performing and improving schools with the resources and freedom to structure and plan their own professional development.
2. Provide low performing but improving schools with multi-year resources for school-based coaching that is tightly monitored.
3. Do not invest in professional development at low performing schools that continue to show no sign of improvement until the capacity to drive change is present at the school.

*CPS Progress to Date: Barbara Eason-Watkins, chief education officer, is currently restructuring the role of regions. Area Instructional Officers will work with a limited number of schools to improve instruction.*

**Track school-level spending and the quality of professional development offerings at schools.**

- Build and implement a financial systems package to track and examine school budgeting and spending on professional development.
- Include school-level spending on professional development in the SIPAA and review the plans in detail on an ongoing basis with the district staff responsible for change at the school.

**Appendix A:**
**Working Committees**

*Central Office Inventory Team:*
LaVern Baily
Ava Belisle-Chatterjee
James Blackman
Beverly Blake
Camille Chase
Leon Hentricks
Ruth Knight
Leonard Moody
Alicia McCareins
Karen Morris
Larry Negovan
E. Robert Olson
Walter Pilditch
Ellen Reiter
Fonzie Richmond
Rudy Serna
Walter Thiel

*School Inventory Team:*
James Blackman
Camille Chase
Rhetta Detrich
Leon Hentricks
Catherine Hottenrott
Lynn Gaddis
E. Robert Olson
Dorothy Pandel
Walter Pilditch
Erin Roche
Tonika Terrell

*Principles of Professional Development Working Committee:*
Peggy Mueller, facilitator
Jean Becker
Angela Buckels
Sandra Carlson
John Easton
Lynn Gaddis
Sonya Choe Miller
Mark Ridgon
Norma Rodriguez
Johnnie Turner

## Appendix B: Description of Professional Development Initiatives

*(alphabetical order)*

| *Initiative* | *Amount* | *% of Total PD Spending* | *Description* |
|---|---|---|---|
| 1. Accountability – Incentive Program | $41,449 | 0.03% | Portion of staff time to administer this incentive program. |
| 2. Accountability - General | $248,435 | 0.20% | PD costs associated with the delivery of instructional support through the Accountability Unit. |
| 3. Accountability – Administration | $76,045 | 0.06% | Costs to administer PD programs housed in the Accountability Unit. |
| 4. Alternative Certification | $3,037,058 | 2.47% | Alternative certification programs. Formerly the Teachers for Chicago program, which continues to provide 120 second year interns to all secondary and elementary areas. Now includes Global Education Outreach (GEO), Teach For America, and Golden Apple Teacher Education (GATE), Northwestern University. |
| 5. Bilingual Program | $109,235 | 0.09% | Training for administrators, teachers and parents on how to integrate multicultural education into the general program curriculum. |
| 6. Chicago Leadership Academy for School Success (CLASS) | $4,117,548 | 3.35% | Principal leadership training programs housed in the Office of Professional Development. |
| 7. Chicago Systemic Initiative | $1,076,806 | 0.88% | Costs associated with National Science Foundation grant that is largely administered through external partnerships. |
| 8. CTU Quest Center, NBC | $316,591 | 0.26% | CTU NBC training program. |
| 9. Class Size Reduction/ Teacher Quality | $1,997,743 | 1.63% | A small percentage of the federal class size reduction grant that CPS commits to PD (renamed the Teacher Quality Program under the new ESEA). |
| 10. Early Childhood | $760,801 | 0.62% | Consultants, supplies, tuition, and salary costs associated with the training of teachers and school staff in early childhood education and best practices. |
| 11. Federal Science/Math Program | $825,381 | 0.67% | Title II Eisenhower funds earmarked for professional development in math and science. Note that the new ESEA explicitly makes these PD funds more flexible across content and other areas. |
| 12. Fine Arts | $23,082 | 0.02% | Portion of staff set aside to enhance instrumental music, and monies to develop and enhance cultural arts. |
| 13. Gifted Program | $167,623 | 0.14% | Substitute and seminar/training costs associated with the gifted education program. |
| 14. High School Intervention | $450,815 | 0.37% | Support provided through the Accountability Unit for low performing high schools. |
| 15. High School Restructuring | $948,383 | 0.77% | Programs to improve high school student and school performance by providing leadership and technical assistance for the implementation of the Design for High Schools program. |

| *Initiative* | *Amount* | *% of Total PD Spending* | *Description* |
|---|---|---|---|
| 16. IL Professional Learners Partnership | $76,918 | 0.06% | State grant money that funds a small program focused on professional development. |
| 17. Instructional (Quality) Review | $465,467 | 0.38% | Evaluation of school progress with regard to educational programs and fiscal management, including an evaluation transition team designed to develop a more comprehensive approach to evaluation. |
| 18. Instructional Technology | $9,022,389 | 7.34% | The Technology Leadership Institute, TIP-online program, and Technology Literacy Challenge Fund Grant. |
| 19. International Baccalaureate | $964,580 | 0.78% | Costs associated with the training for teachers to provide an advanced/selective academic program. |
| 20. Intervention | $895,239 | 0.73% | Intervention team. |
| 21. Lane Placement | $236,903 | 0.19% | Costs associated with implementation of the Teachers Academy. |
| 22. Learning Technology (former) | $760,314 | 0.62% | Estimate of distribution of Learning Technology FTE's among the Office of the Chief Education Officer and the Reading Initiative. |
| 23. Library Curriculum | $722,847 | 0.59% | Libraries Department monies related to the development of curriculum. |
| 24. Library Professional | $121,281 | 0.10% | Professional library for teachers to use as a resource. |
| 25. Mentor Connection Specialized Services | $64,000 | 0.05% | Stipend for teacher mentoring program. |
| 26. Mentoring and Induction of New Teachers (MINT) | $3,163,794 | 2.57% | Program to support new CPS teachers. |
| 27. National Board Certification (NBC) | $1,155,000 | 0.94% | Support for candidates. |
| 28. National Teachers Academy | $2,000,000 | 1.63% | Staff development. |
| 29. Professional Development – other | $1,058,780 | 0.86% | Staff, supplies and consultant costs. |
| 30. Professional Development – admin. | $399,926 | 0.33% | Costs to administer a portion of existing PD programs. |
| 31. PD Days | $34,770,393 | 28.29% | Non-attendance days for students but teachers are to report at the regular time. Professional development days are used for planning, evaluation and staff development. Includes five days at about $7M/day in teacher time costs. |
| 32. PD Institutes | $20,862,236 | 16.98% | Institute days are for teacher inservice workshops or equivalent professional educational experiences such as educational gatherings, demonstrations of instructional materials, and visiting other schools, institutions or facilities. There are three principal-directed days at approximately $7M/day in teacher time costs. Provide stipends and training for mentors to support low performing staff. |
| 33. Peer Partners | $669,401 | 0.54% | Provide stipends and training for mentors to support low performing staff. |

| *Initiative* | *Amount* | *% of Total PD Spending* | *Description* |
|---|---|---|---|
| 34. Probation Schools | $6,014,472 | 4.89% | Remediation, probation, and reconstitution of schools; provides technical assistance and support for schools on the State Watch List. $5.2M is earmarked for contracts to external partners. |
| 35. Reading Initiative | $12,190,689 | 9.92% | 114 reading specialists and a few staff members, including the director, to administer the program. Does not include the doubling of the program for 2002-2003. Also includes all other reading programs such as the RATE reading program at certain high schools; Read, Write Well; and special initiatives. |
| 36. School Partners | $630,197 | 0.51% | Staff associated with school improvement program and administered by the Deputy Chief Education Officer. |
| 37. School to Career | $614,658 | 0.50% | Costs associated with the improvement of instruction through training teachers in best practices. |
| 38. SIPAA | $228,172 | 0.19% | SIPAA support provided by the Accountability Unit. |
| 39. Small Schools | $898,000 | 0.73% | Small Schools office costs and $250K (total) in federal planning grants to five high schools. |
| 40. Special Programs | $94,912 | 0.08% | Provides leadership and support services that benefit local schools and promote parent involvement through the implementation and operation of special projects. |
| 41. Specialized Services – Education Connections | $2,750,000 | 2.24% | Costs associated with grants program to schools that is funded wholly by Corey H. state special education funds. Training is provided in special education strategies and on the inclusion/mainstreaming of special education students. |
| 42. Specialized Services – Recruitment and Certification | $1,266,949 | 1.03% | Recruitment and certification programs in conjunction with several local universities and the STARNET program. |
| 43. Specialized Services – Staff Development | $3,317,622 | 2.70% | Educational and support services for all students with disabilities in the CPS and charter schools in a non-restrictive environment; provides workshops and training for parents, teachers, and administrators in best practices. |
| 44. Substitute Training | $203,195 | 0.17% | Teachers Academy funds set aside for substitute training costs. |
| 45. Teacher Accountability | $836,211 | 0.68% | Provides training and support to principals in the assessment and rating of teachers and in the removal of unsatisfactory teachers. |
| 46. Teacher Recertification | $2,105,560 | 1.71% | Learning Actively by Standards (LABS) program, a professional development opportunity for teachers involved in the recertification process. Also includes the monitoring program. |
| 47. World Language Programs | $138,962 | 0.11% | Resource materials. Coordinates multicultural conferences to promote global education and better understanding of different cultures. |
| **Total** | **$122,896,060** | **100%** | |

## Appendix C: School Inventory

### School Sample

The Steering Committee and CPS selected a sample of 21 schools for inclusion in this study: 16 elementary, one middle, and four high schools. The schools were specifically selected to be representative of the district as a whole, and varied by type (magnet or neighborhood), size, performance, spending level, student characteristics, and location. An overview of the school sample is provided below. For this table and all subsequent analyses, the one middle school is included under the elementary school totals..

**School Sample Characteristics**

| | *Enrollment* | *Free and Reduced Price Lunch* | *% Students Exceeding National Norms in Reading* | *Per Pupil Expenditures* |
|---|---|---|---|---|
| Elementary | | | | |
| Minimum | 386 | 11% | 16% | $4,250 |
| Average | 702 | 81% | 41% | $5,400 |
| Maximum | 1,336 | 100% | 80% | $7,500 |
| High School | | | | |
| Minimum | 907 | 82% | 10% | $5,900 |
| Average | 1,501 | 87% | 27% | $7,000 |
| Maximum | 3,011 | 96% | 43% | $8,000 |

### Data Collection

Data collection for this study consisted of a preliminary review of each of the sample schools' budgets and school improvement plans to identify potential areas of professional development spending and provide some indication of the professional development strategies used by the schools. This preliminary information was formatted into summary tables for each school and then used as the baseline for school interviews. For this, interview teams used structured questionnaires and the baseline data to gather more complete information on the schools' professional development spending, content, structure, and staff participation. Additionally, the spending data from the central office database was reviewed to assign, where possible, the costs of targeted initiatives to specific schools. All of the data were for the 2001-02 school year. The result was a comprehensive accounting of spending on professional development from both school and central office budget sources for each school.

The questionnaire on school and professional development programming included questions regarding staffing, instructional priorities and strategies, professional development strategies, leadership, teacher teaming and collaboration, teacher and instructional support, and time available for individual and collaborative teacher work during the school day. This questionnaire was developed within the context of the professional development framework.

## Appendix D:

## Content of Professional Development

**Student-Centered:** *Enhances staff understanding and appreciation for the unique gifts and talents of all students and improves staff skills in creating productive learning environments that are responsive to student strengths and needs.*

| Criterion | Level 1<br>Little or no evidence/<br>Evidence to the contrary | Level 2<br>Evidence of beginning levels of implementation | Level 3<br>Evidence of regular implementation | Level 4<br>Evidence of exemplary/ systematic implementation |
|---|---|---|---|---|
| **Educators enhance their understanding of the students they teach, using research-based knowledge of human development.** | • PD does not provide opportunities for adults to learn about their students or their development. | • PD provides some opportunity for the adults to learn about and discuss their students and their developmental learning needs. | • PD regularly involves discussions about the students and their needs.<br>• PD is enriched with research-based knowledge regarding human development. | • PD systematically involves study of the students in the school and their learning needs.<br>• PD is grounded in research-based knowledge about development. |
| **Teachers enhance their understanding of research-based learning theories and their practical applications in classrooms.** | • PD does not include opportunities for teachers to increase knowledge and understanding of learning theories relevant to their practice. | • PD occasionally includes study and discussion about theories of learning and teaching that should ground their work. | • PD provides opportunities for teachers to examine their practice in relation to empirical knowledge about learning and teaching. | • PD provides systematic opportunities for teachers to expand their knowledge about learning and teaching.<br>• Teachers in the school systematically examine their teaching in relation to research-based knowledge about learning. |
| **Teachers are deeply knowledgeable about the communities they serve and the implications of children's cultural assets and needs.** | • Educators do not study the community in which they are teaching. | • PD occasionally includes opportunities to learn about the specific community(ies) served by the school. | • PD regularly includes opportunities for teachers to expand understanding of the community.<br>• Teachers learn how to strengthen students' assets and address their specific needs. | • PD is organized to provide all adults opportunity to learn about, understand, and appreciate the community.<br>• Educators work intentionally to draw upon and strengthen the cultural assets of their students. |

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**Curriculum-Focused:** *Deepens staff knowledge of the subjects they teach and provides them with research-based instructional strategies that support improved student learning.*

| Criterion | Level 1<br>Little or no evidence/<br>Evidence to the contrary | Level 2<br>Evidence of beginning levels of implementation | Level 3<br>Evidence of regular implementation | Level 4<br>Evidence of exemplary/ systematic implementation |
|---|---|---|---|---|
| **Teachers understand the subjects they teach and how to teach them.** | • PD is seldom focused on the subjects teachers teach.<br>• PD does not help teachers learn specific ways to teach for understanding in the disciplines. | • PD occasionally addresses the subjects teachers are teaching and how to teach them. | • PD regularly facilitates teachers' deepening their understanding of the subjects they teach and how to teach them.<br>• Teachers are reflecting on the standards within the content areas and how to approach teaching them. | • PD is organized around the systematic improvement of teachers' understanding of the content they teach and how to teach it.<br>• Teachers consistently examine their teaching in relation to the standards and frameworks for understanding in the disciplines. |
| **Entire staff coordinate curriculum within and across grade levels to provide coherent and developmentally sound program.** | • Educators in the school seldom examine and discuss the curriculum within and across grade levels.<br>• PD seldom addresses the development of children's learning from one grade to the next. | • PD activity occasionally includes teachers coordinating the curriculum within and across grade levels. | • PD regularly consists of educators' working together to develop coherent and developmentally sound programs within and across grades and subjects. | • PD systematically includes educators' working together on the entire school curriculum.<br>• Teachers work with school leaders to address school-wide curriculum standards, scope, and sequence. |

**Data-Driven:** *Strengthens staff skills to use multiple sources of information to analyze the impact of instruction and programs on student learning and utilize data to determine priorities, establish plans, monitor progress, and adjust direction as required.*

| Criterion | Level 1<br>Little or no evidence/<br>Evidence to the contrary | Level 2<br>Evidence of beginning levels of implementation | Level 3<br>Evidence of regular implementation | Level 4<br>Evidence of exemplary/ systematic implementation |
|---|---|---|---|---|
| **Teachers are learning appropriate student assessment strategies and incorporating resulting knowledge of students' learning into their teaching.** | • PD does not include examination of student performance. | • PD includes some opportunities for adults to learn how to assess students' learning. | • PD regularly involves teachers in examining students' work and determining how to alter their teaching in response to students' learning. | • PD is organized at a school-wide level to provide systematic examination of students' work and joint work on how to improve instruction in response to students' performance. |
| **Professional development facilitates' teachers' reflecting on and assessing their own teaching as a tool for improvement.** | • PD does not include reflection on teaching as a tool for improvement. | • PD includes some opportunity for teachers to assess their own teaching. | • PD regularly involves teachers in examining their own teaching as a tool for improvement. | • PD at a school wide level involves teachers in assessing their own teaching as a part of the school improvement process. |
| **Staff systematically assess school-wide performance and adjust curriculum programs accordingly.** | • PD provides little or no opportunity for teachers to examine and discuss school-wide achievement. | • PD involves some teachers in examining school wide achievement.<br>• Teachers about once annually have discussions about school wide achievement. | • Most teachers are engaged in examination of grade level and/or school wide performance on a regular basis. | • The school provides systematic opportunity for teachers and administrators to examine and critique school wide performance and determine necessary adjustments in instructional programming. |

## Process of Professional Development

**Coherent:** *Aligns professional development programs and activities with school-wide goals and system-level priorities and builds a common language across schools and the entire system.*

| Criterion | Level 1<br>Little or no evidence/<br>Evidence to the contrary | Level 2<br>Evidence of beginning levels of implementation | Level 3<br>Evidence of regular implementation | Level 4<br>Evidence of exemplary/<br>systematic implementation |
|---|---|---|---|---|
| **Professional development is linked to the school improvement plan.** | • PD has little or not relation to the school improvement plan.<br>• PD does not support implementation of common curriculum, instructional strategies and assessments. | • Some aspects of PD programming are related to the school improvement plan.<br>• Teachers can identify goals targeted in the plan and relate some PD activity to the plan. | • PD regularly addresses the goals and needs articulated in the school improvement plan.<br>• Steps for improvement outlined in the plan are carried out through PD. | • PD is strategically planned to support the improvement of the school.<br>• Staff works together to achieve coherent programming, and instructional improvement throughout the organization. |
| **Professional development goals and activities reflect the district's priorities and goals – i.e., to improve reading and writing skills of all children.** | • PD includes little or no opportunity for teachers to improve literacy instruction. | • Some teachers participate in PD that addresses literacy instruction.<br>• PD occasionally involves literacy instruction as a focus. | • PD goals and activities regularly address improvement of reading and writing instruction for all students. | • PD activity systematically addresses the improvement of literacy instruction across the school.<br>• Teachers can articulate the district's framework for literacy and how it applies to their own teaching. |
| **Decisions about professional development programs and initiatives are made strategically to support staff focus, program continuity, and ongoing school improvement.** | • The school has many programs, and staff energy and attention are fragmented, thus not supporting staff's focus and ongoing improvement. | • The school has many programs, but some attempts are made to focus staff energies, attention and ongoing improvement. | • The school is somewhat strategic in how it accepts and refuses programs so that they may support staff focus and ongoing improvement. | • The school is very strategic in how it accepts and refuses programs so that they may support staff focus and ongoing improvement. |

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**Continuous:** *Produces a variety of ongoing, job-embedded professional development programs and activities to address the needs of individuals and schools at different developmental stages.*

| Criterion | Level 1<br>Little or no evidence/<br>Evidence to the contrary | Level 2<br>Evidence of beginning levels of implementation | Level 3<br>Evidence of regular implementation | Level 4<br>Evidence of exemplary/ systematic implementation |
|---|---|---|---|---|
| **Professional development activity consists of continuous, ongoing work that enables teachers to learn, practice, reflect, and improve their teaching.** | • PD has little or no continuity over the course of the school year.<br>• The focus changes regularly and topics are fragmented. | • Some PD in the school involves teachers' learning, practicing, and then reflecting on effectiveness of the changes in their teaching. | • The school's PD consists of ongoing work being done by teachers who are focused on specific areas of improvement and who regularly attempt to alter their practice in those areas. | • PD is organized in the school to help teachers focus collegially on specific areas of improvement—related to school improvement.<br>• Teachers receive support in practicing and analyzing improvements on a regular basis. |
| **Workshops and conferences are followed up by practice and review of classroom implementations.** | • PD experiences of teachers are not supported with follow-up or technical assistance for classroom applications. | • Some PD is followed by opportunities for practice and follow-up review and assessment. | • PD regularly includes opportunity and support for follow-up applications.<br>• Resources are provided for teachers to be able to implement changes and adjustments in their teaching. | • The PD program in the school systematically includes a practice/reflection component that provides teachers the opportunity to practice strategies and approaches that hold promise of improving students' learning. |
| **Staff evaluations are linked to professional development goals and activities.** | • There are little or no links between staff evaluation and PD activity in the school. | • Teachers create individual plans for improvement that are loosely or informally used for staff evaluations or supervision. | • Individual teachers and teams develop goals and focus for their own learning and teaching that become the basis effectiveness that form the basis for their personnel evaluations. | • A systematic plan is being followed in the school that helps staff determines specific goals for their learning as well as their evaluations. |

**Results-Oriented:** *Establishes clear goals for improving teaching and learning, provides opportunities to build knowledge, refine skills, practice new learnings, obtain feedback, receive coaching, and evaluates results in terms of impact on improving student learning.*

| Criterion | Level 1<br>Little or no evidence/<br>Evidence to the contrary | Level 2<br>Evidence of beginning levels of implementation | Level 3<br>Evidence of regular implementation | Level 4<br>Evidence of exemplary/ systematic implementation |
|---|---|---|---|---|
| **Professional development activities have clear purpose related to improving practice, and they are evaluated in terms of their impact on students' learning.** | • Little or no relationship exists between PD and particular improvements in students' learning.<br>• No assessments are done to determine the impact of PD in the classroom. | • PD targets specific improvements in students' learning, but no systematic assessments are done of the impact of particular professional development activity. | • An attempt is made to develop pre- and post- performance indicators in students' learning related to particular PD activity. | • A systematic approach is followed by the school to track the performance of individual students and their and cohorts of students and their impact of teachers so that instructional improvement over time can be assessed. |
| **Professional development opportunities support both individual and team instructional improvement.** | • Little or no assessment is done to determine impact of PD on teachers' teaching. | • Evaluations are done to assess teachers' opinions of the value of PD on their teaching and the school. | • Some assessments are done that include classroom observations and analysis of changes in instruction related to particular PD activity. | • Systematic assessments are regularly used to determine the impact of PD on instructional improvement.<br>• Principals and teachers participate jointly in the collection and analysis of data to support analysis of impact. |



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## Context of Professional Development

**Learning Communities:** *Develops professional communities that work collaboratively to help adults discuss their work, problem solve collectively, and reflect on their practice, and take responsibility for improving student learning.*

| Criterion | Level 1<br>Little or no evidence/<br>Evidence to the contrary | Level 2<br>Evidence of beginning levels of implementation | Level 3<br>Evidence of regular implementation | Level 4<br>Evidence of exemplary/ systematic implementation |
|---|---|---|---|---|
| **The school is characterized by a collegial climate and infrastructures that are conducive to adult learning and has common goals and frameworks for learning and teaching.** | • Adults work in isolation from one another.<br>• Educators and/or leaders express fear of changing or resistance to learning new things.<br>• Adults do not share common goals/frameworks for teaching, learning, and assessment. | • Some adults work together on improving teaching and learning.<br>• Adults are cordial, but don't necessarily work together on improving their practice<br>• Teachers are aware of school goals. | • Most teachers work together in an organized way on improving teaching and learning.<br>• Adults take responsibility for improving the school and work on developing coherent programming.<br>• Most adults share common goals and understandings about instruction across the school and work on developing these understandings together. | • All teachers and administrators work together to critique and improve the school and their own practice.<br>• All adults set high standards for themselves and for academic performance and work together to improve student achievement.<br>• All adults in the school own and implement common understanding and goals in curriculum, instruction, and assessment. |
| **Staff work collaboratively in a variety of team settings (e.g., grade level teams, subject matter teams, city wide networks) to improve schools for all children.** | • Teachers and staff work independently and in isolation from one another.<br>• Staff largely communicate with and take direction from the administration, focusing on their own classrooms. | • Some PD consists of teachers' working in teams. | • Teachers experience regular PD in the context of their work on teams in the school. | • PD is an integral part of the team work of teachers.<br>• All teachers participate in multiple ways in professional networks inside and outside the school. |
| **Teachers share information and knowledge they have gained from resources outside the school on a regular basis.** | • Professional exchanges of knowledge rarely occur in the school based upon teachers' individual learning experiences. | • A few teachers participate in professional networks outside the school and bring this experience into the school. | • Many teachers are involved in learning networks outside the school and share this knowledge with others inside the school. | • The school encourages teachers to be engaged professionally outside the school.<br>• PD includes opportunities for teachers to share the benefits of their learning from outside professional involvements. |

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**Shared Leadership:** *Identifies and supports skilled teacher and administrator leaders who utilize principles of adult learning and change management models to transform classroom instruction and organizational performance.*

| Criterion | Level 1<br>Little or no evidence/<br>Evidence to the contrary | Level 2<br>Evidence of beginning levels of implementation | Level 3<br>Evidence of regular implementation | Level 4<br>Evidence of exemplary/ systematic implementation |
|---|---|---|---|---|
| **The principal functions as an instructional and transformational leader, and leadership is distributed throughout the staff.** | • The principal is usually not involved in PD.<br>• The principal does not work with teachers on issues of instruction in their classrooms.<br>• The staff does not participate in determining or leading PD for the school. | • The principal makes decisions about PD but does not participate in its implementation.<br>• The principal ensures that teachers have individual PD plans aligned with school and district priorities.<br>• Some teachers work as coaches or mentors to other teachers or adults working in the school. | • The principal regularly works with teachers on instructional issues—inside and outside classrooms.<br>• The principal often works with teachers to develop PD plans related to school and teachers' needs.<br>• Teachers facilitate meetings and lead PD on a regular basis. | • The principal has deep knowledge and understanding of instruction.<br>• The principal systematically monitors and supports teachers' use of agreed-upon instructional practices and their student impact.<br>• Many teachers exercise leadership functions related to school and instructional improvement |
| **Teachers play an active role in planning and leading professional and school development activity.** | • Teachers have a mostly passive role in PD activity.<br>• Teachers are not involved in planning or leading PD activity. | • Teachers are consulted as to their needs and interests in PD planning.<br>• Teachers have limited leadership roles, such as mentoring student teachers. | • Teachers help to plan and take some responsibility for leading PD, such as workshops and team projects. | • PD activity is systematically organized and facilitated by teachers.<br>• PD is the daily joint work of teachers, involving teachers mentoring and coaching. |



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**Resources:** *Requires extended and sustained time, access to research based expertise, high quality staff members, and adequate financial resources to support adult learning and collaboration.*

| Criterion | Level 1<br>Little or no evidence/ Evidence to the contrary | Level 2<br>Evidence of beginning levels of implementation | Level 3<br>Evidence of regular implementation | Level 4<br>Evidence of exemplary/ systematic implementation |
|---|---|---|---|---|
| **Time is allocated to support continuous professional learning and instructional improvement.** | • Little or no PD time is available for daily/weekly meetings to improve curriculum and instruction.<br>• Teachers meet infrequently or voluntarily to discuss students, curriculum, or instruction. | • Adults meet sporadically for PD activity to improve curriculum and instruction.<br>• The school is on a restructured day, creating some common planning time. | • Groups of adults meet at regularly scheduled times on a daily/weekly basis to work on improving curriculum and instruction.<br>• The school's schedule provides frequent and protected meeting time. | • Strategically organized groups of adults meet on a daily/weekly basis to improve curriculum and instruction.<br>• The school creates extended planning and PD time when needed. |
| **Professional development activity draws from expert resources and facilitates access to research-based ideas and methods.** | • The school draws on limited or no expert resources to expand the knowledge and skills of its staff.<br>• The school relies on the central office to provide PD.<br>• Ideas and methods presented are not critiqued for validity or value. | • The school uses some external or internal expert resources to expand the knowledge and skills of its staff.<br>• Ideas and methods presented in PD activities are critiqued for validity and value. | • The school has identified specific intellectual needs of its students and staff and utilizes external and/or internal resources<br>• Ideas and methods are discussed and examined for their validity and value. | • The school strategically draws upon its own internal resources and appropriate external expert resources to sustain the knowledge and skill development of the staff.<br>• Methods used represent research-based knowledge about teaching. |
| **Financial supports are provided for professional development of all adults working in the school.** | • Little funding is provided by the school for PD<br>• The school does not obtain grants for PD.<br>• Teachers are the primary supporters of their own PD. | •The school provides some support for limited PD activities out of its budget.<br>•The school occasionally seeks funding to support PD.<br>•Teachers get some support for grant-writing for PD. | • The school provides at least 10% of its budget for PD.<br>• The school actively seeks external funding for PD<br>• Teachers are regularly supported in their efforts to obtain external funding for PD. | • The school provides at least 25% of its budget for PD.<br>• The school systematically incorporates fundraising for PD.<br>• Teachers are encouraged and supported in obtaining funding for learning. |

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